

A Parent's Guide to Revision

How can you help?

Turton School

2018/19

Introduction

You are all too aware of how important the next few months are and the pressure your son/daughter is under. You may feel that you are worrying more than he or she is! You may feel anxious that your son/daughter is working too hard, or you may feel they are simply not doing enough. Whatever stage you are at, this booklet is designed to give you some practical tips to support your child through the next few months.

Clearly, you know your son or daughter best, and this booklet sets out some suggestions for you to work alongside him or her. It does not offer a quick solution to the problem of revision because there is no quick fix. We hope you will find its contents have something to offer you and your own situation.

It is important to realise that sometimes your son or daughter does not want to talk to you about school and this can lead to confrontation at home. Helping your child to manage their time can create problems. Parents must remember that calmness and encouragement are the key issues for these discussions. There is a cost associated with spending too much time out with friends or watching television, which will only be recognised too late. However difficult it may feel, always try to keep calm and smile a lot - it is important not to add to the pressure. Tell your son/daughter when they have done well, but also be determined where time management is concerned.

This booklet is split into sections:

Essential Information

Constructing a Revision Timetable

Items for Success

General Tips for Revision

Active Revision

Using the Internet

Productive revision

Here to help

Essential Information

Exam period: 13th May – 14th June 2019

All students will receive a candidate number on their exam timetable. This is very important, as they must write it on the front of every Exam Answer Booklet.

Each student will receive an exam timetable for the summer exams, listing dates for exams and whether it is a morning or afternoon exam. They must check the timetable. It will tell them which exams they have been entered for and at which level. If there is a problem, the student needs to see Mr Haworth, the Exams Officer, or their subject teacher at the earliest opportunity.

All morning exams start at 9.00 a.m. and afternoon exams at 1.00 p.m. Students must be in school at least 20 minutes before their exam is due to start.

Unless given special instructions, students are asked to meet in the Gym. Details of seating plans and venues are displayed on the exam noticeboard in the Gym. They must attend in full school uniform.

Candidates are only allowed to take in any pre-release materials specified by the Exam Boards and a clear pencil case. All exams must be completed in black ink. The pencil case must be transparent and we advise students to take in a spare of everything. If pupils take a water bottle into the exam, all labels must be removed. Under no circumstances must mobile phones or 'smart' watches be taken into the examination room. If a candidate is found to have these in their possession, the Exam Boards will disqualify them.

If a candidate is too ill to attend an exam, you need to contact Mr Tiltman, Assistant Head Teacher, or Mr Haworth, Exams Officer, at the school, immediately and obtain a certificate from the doctor as soon as possible. The school will apply for special consideration, but nowadays the exam board only grant this in very serious cases.

<p>KS4 Examination results will be available on Thursday 22nd August 2019. Details of how these are distributed will be communicated nearer the time.</p>

Constructing a Revision Timetable

It is important when constructing a revision timetable to consider the following issues:

- Be realistic - you will know how much your son/daughter can be pinned down, so build up their stamina. Some students are good at managing their time and need far less 'checking up' on
- Remember sessions should only be for 30 - 40 minutes with 10 minute breaks
- During holidays/study leave, revision should be far more intensive
- Try and get a variety of subjects across each day
- Has he/she built in slots to review the learning of the day?
- Remember to include review slots for the work covered last week
- Build in rewards
- Offer as much praise as you can.

Breaking it down:

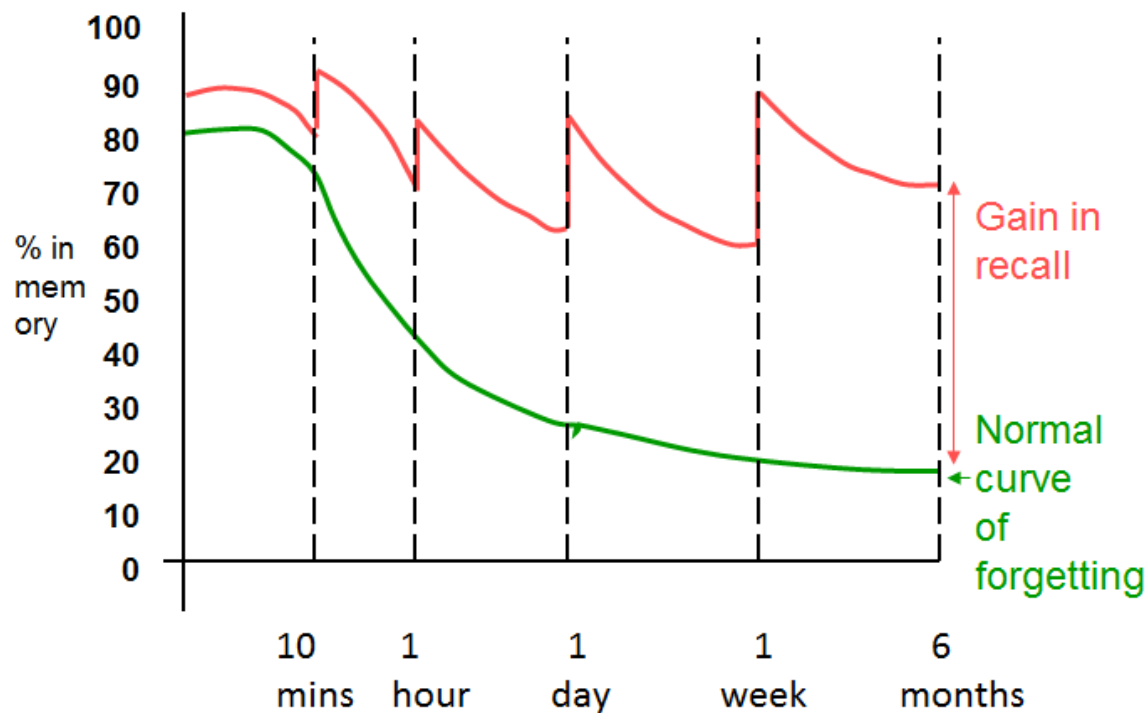
If your child says to you, "I'm doing Maths for 40 minutes and then half an hour of French", alarm bells should go off in your head. It means your child has not broken the subject down into key areas to tackle their work in an organised manner; e.g. "I'm doing algebra and irregular verbs." They should have a list of topics, but if not, a list is provided in the 'Subjects' section of this booklet.

They should use the key heading to identify those topics they feel weak in - the danger is that we push these to the back of our mind! Using each heading then helps to break the topic down further. On the next page is a framework for doing this.

At first, the big picture may look and feel totally overwhelming to your son/daughter. Be as positive and as supportive as you can in helping them to prioritise their workload. But they also need to be aware of the fact that revision takes time and for a few months, the social life has to give a bit. This can be alleviated slightly, if friends set time off sessions in tandem.

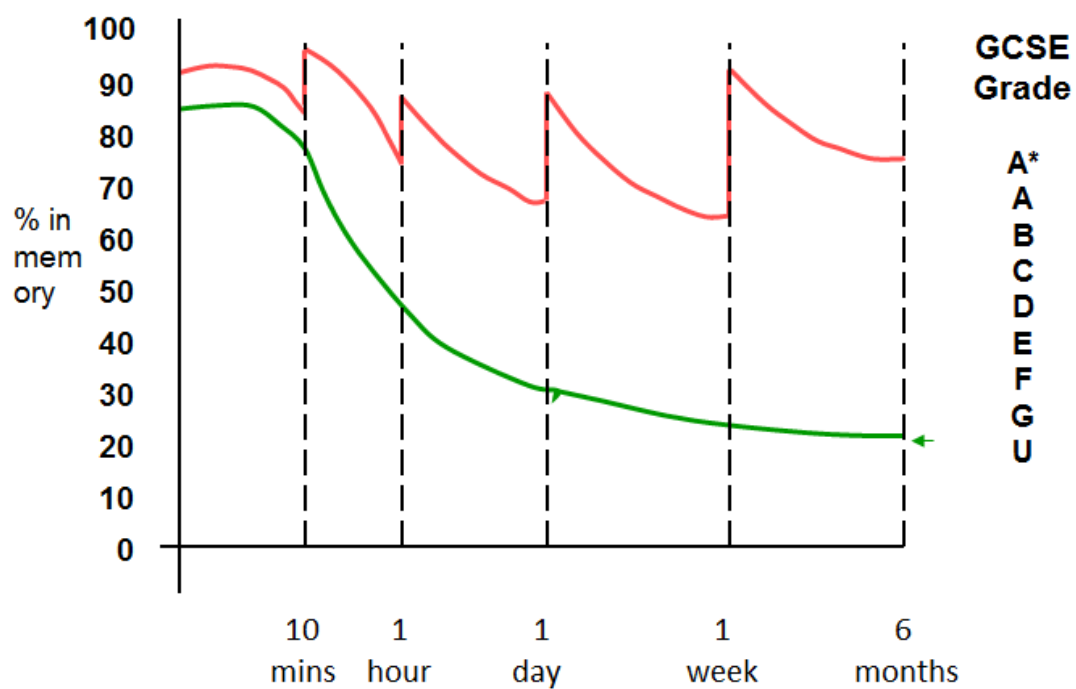
Day	Morning	Afternoon	Evening	Review Points
Saturday	English – War poetry inferring meanings	Maths Quadratic equations	Football	Go back over quadratics in 3 days time
Sunday	Review Saturday's English revision History USA Student Movement	French Holiday Vocab	Relax	
Monday	Gym	Biology Respiration	Maths Quadratic Equation	
Tuesday				
Wednesday				
Thursday				
Friday				

Topics need to be revisited more than once to help students retain information.



So, it is important to revisit information.

Now look at that in terms of grades....



Items for Success

Once a revision timetable has been produced, students can still waste hours organising themselves. It may be the only time they choose to tidy their room or offer to take the dog out!

It is important that they maximise their time for actual revision, not sorting out what they need. A lot of this can be done prior to really getting started.

EQUIPMENT:

Highlighters

Coloured pens

Post-It notes for formulas/key words

Different types or colours of paper for different subjects.

Computer for revision: Students can access revision material via the internet BUT students need to be very selective in what they use. Students can

WHERE TO REVISE?

Not in front of the TV

At a table, preferably in a quiet place

It's worth trying to sort the bedroom out.

Get rid of clutter, so a desk is empty enough to have proper space to work

Lay out all the materials for each subject to save time

WHAT DO THEY NEED TO REVISE?

Revision timetable

An up to date set of class notes

Any revision materials given out by departments

Revision Lists

Lists of exactly what is in each exam

Any Study Guides which have been bought (but students need to treat them with caution - check they are covering what is in their course) **These can be bought from the "School Essential" shop at Turton School and are often available to purchase at Parents' Evening.**

Strategies

Ready

Throughout Year 10 and 11 students should have been collating a set of notes ready to use for revision. Students need to make sure that their exercise books and notes are up to date and organised. Students need to talk to their subject teachers NOW if they worry they are missing notes/ material.

All our Knowledge Organisers are available on the school website, students need to take responsibility to download these, so they are available for them to use.

Revision material can be purchased at the school shop (school essentials) purchasing revision books from here will ensure they are the correct material, for the correct exam boards.

RAG your knowledge organisers –colour code RED I don't know this information, YELLOW I am insecure about this information. GREEN I am fairly confident with this information

Steady

Students need to make their notes as accessible as possible, suggestions on how to do this are:

- Create a Mind-map (see below for details)
- Make a chart to fit the information
- Make key words Post-It Notes
- Make up tests to try later
- Put notes onto revision cards
- Make your own flash cards - questions one side/answers on the back
- Use different colours to represent different things
- Use Mnemonics for difficult spellings/sequences (e.g. Richard Of York Gave Battle In Vain - colours of rainbow)
- Make a flow chart
- Make a timeline
- Use pictures to represent key ideas
- List two sides of an argument
- Identify similarities/differences
- Create a dictionary for each subject
- Turn headings into questions
- Create posters for key ideas
- Make up cartoons
- Label pictures
- Record key quotations/French vocab

Go

This is the most VITAL stage, but the one students often forget! This is where students need to actively engage with this material so that it STICKS!

Ideas on how to do this are:

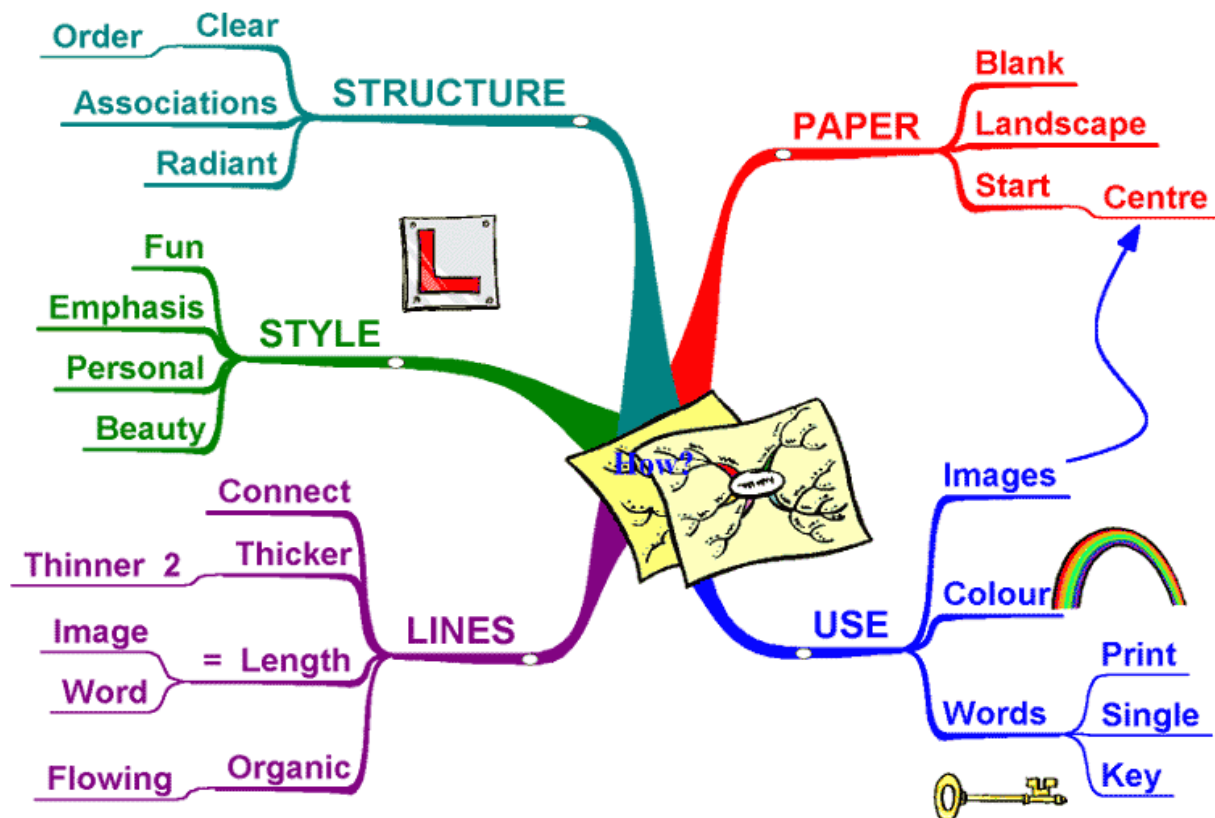
- ✓ Re-create a mind map from memory, check what is missing and repeat
- ✓ Ask someone to ask you the questions from the flash cards (the answers are on the back so this can be someone who isn't an expert☺)
- ✓ Read the answer from the flash card and guess the question
- ✓ Create a Concept map to see whether you can link ideas together
- ✓ Answer past questions (if available use the mark schemes to check your answer)
- ✓ Create questions to pass to your friends, they do the same and then swap back and mark them.
- ✓ Place keywords posters and post-it notes around your room / places where you spend a lot of time so you are constantly seeing them
- ✓ Interleave your revision – don't spend a long time on one subject, it is much more effective to spend 30 minutes on algebra, 30 minutes on WW2 and then go back and re-visit algebra.
- ✓ Remember the spelling strategy of look, cover, write, check? You can use this same strategy for revision – read the notes, hide them away, write what you can remember and then check to see what you missed.
- ✓ Transform your notes- so you made a mind-map, now change this into pictures, now change it into a table, now break it down into bullet points, now explain it verbally to someone. This "use" of the material will help make it stick.

Active Revision

To maximise your learning, we use of a variety of revision techniques. Choose ones which favour your learning styles.

Mind Mapping

Try making mind maps rather than normal notes. A mind map makes the best use of your memory, allowing you to put a lot of information onto one sheet of paper.



To create a mind map:

- Place your page in landscape position
- In the centre, words or an image which stands for the whole topic
- Between 5 and 9 factors on a mind map to create a good mind map
- Only use keywords. WRITE IN CAPITAL LETTERS
- Write on top of the lines and make your words fit the exact length of the line
- Spread your branches around the map – make them an ORGANIC shape
- If you can, put pictures or diagrams in your map. This helps to use both sides of the brain.

Summarising Text



Who, what, where, when diagrams could be useful for summarising a text, creating an over view of a topic

Split lists

These can be used to show the two sides to an argument, showing for and against points or to show similarities and differences between things. E.g. to compare the two types of blood vessel.

Vein
Tubular
Transports blood
Thin wall
Pocket valves
Can't constrict
Blood to the heart
Low pressure

Artery
Tubular
Transports blood
Thick wall
No valves
Can constrict
Blood from the heart
High pressure

Word Patterns

Using word patterns can help to jog your memory, particularly using the initial letters of each word to form a new word.

E.G. The principles of training can be remembered as SPORT

Specificity

Progression

Overload

Reversibility

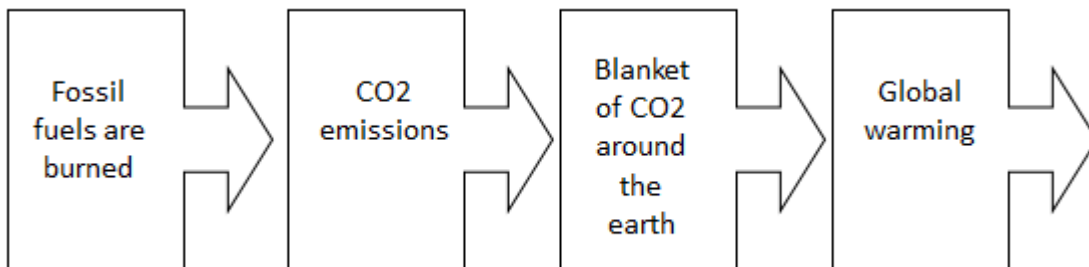
Tedium

Key Points

Using revision cards to write down key points or to write questions on one side, answers on another. The writing of the cards will help your recall. Google 'Quizlet' to make online revision cards or use PowerPoint to create Q+A revision.

Flow charts

These can help to revise a sequence of what happens next and why. This flow chart shows how global warming takes place.



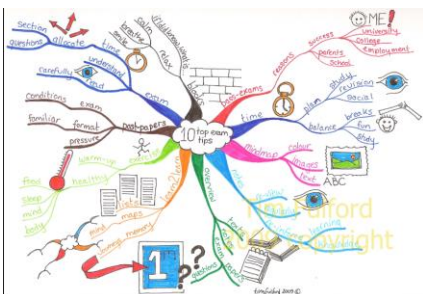
Explain things to someone else

Talk through a mind map or your revision notes to your parents or a friend. Explaining a topic clearly to someone who doesn't know about it can help your recall.

Practice Papers and Questions

Get practice questions from your teacher or write your own questions to test your knowledge.

Concept Maps



Concept maps differ from mindmaps as they have words linking them (usually verbs) to see the relationship between them. They're actually very difficult to make as it's easy to over complicate straight away and there are so many links between concepts it can become spaghetti like.

Using the Internet

The school library is open every day, before and after school. The internet has an overwhelming amount of resources for revision but needs to be used wisely. Students need to remember just because something is on a web page it is not necessarily reliable information.

There are many useful sites, as the list below suggests. However, it is important students do not waste time simply reading and scrolling up and down the page. It is helpful to:

- Have a pen and paper beside them and do the activities which are suggested
- Copy information into a programme e.g. PowerPoint and underline key words, delete less important sentences, cut and paste key words and so on

Useful addresses

- <http://www.turton.uk.com/revision/> - The school website has a wide range of relevant material for students to access, to help them with their revision. All students should be accessing these materials to help them succeed.
- <https://www.bbc.com/bitesize> - A very well regarded site that contains a lot of information and activities
- <https://www.mymaths.co.uk/>
- <http://www.gcse.com/> – Material suitable for all GCSE students
- <https://www.s-cool.co.uk/> – GCSE and A level revision materials for a wide range of subjects
- <http://www.examzone.com/> - This site is run by the exam board Edexcel. It includes model answers, mark schemes and revision notes.
- <http://www.learningscientists.org/> - This site gives lots of great ideas on HOW to revise – really useful material on how students should effectively approach their revision.

Productive revision

1. Focus

Under no circumstances should a student revise in front of the TV or when streaming videos on a device. The only exception is if they are watching a revision video.

2. Distractions

Revising whilst at the same time checking social media, texting, instant messaging or watching video clips are not compatible activities. When revising, your child needs to find a way of avoiding constantly checking their phone.

3. The Sound of Silence

Attempting to memorise facts and information or working through exam papers under exam conditions should be done in silence. If occasionally students are going to listen to music, it should be played at low volume and they should choose something that doesn't distract them. Students need to get used to working in silence, their exams will be from 45 minutes to 2 hours 15 minutes long so working for extended periods of time in silence is essential.

4. Healthy Body & Healthy Mind

Having a good night's sleep is vital when studying hard, so having a regular time when they switch off lights and sleep is important.

It is also important that they do something when they have finished studying for the evening to help them relax such as catching up with friends on social media, watching videos/TV, reading, listening to music, gaming etc.

Eating well reduces overall stress on the body and can also make a person feel good about themselves. Exercising helps to clear the mind and provides a way of releasing a great deal of the muscle tension which stress produces.

5. Friends

Students can help each other revise but this is only useful at certain points in the revision process. Effective ways that students can help each other are:

- Testing each other verbally, but only once students have spent time alone memorising the content.
- Swapping tests, based upon the content they have learnt and marking each other's answers. This way they are having to re-visit the material in order to be able to do this effectively.
- Friends also can also help students keep exam stress to a minimum by arranging their social arrangements around their revision...let's revise Saturday morning and meet up to play football at 12.00 etc.

6. Working Environment

Ideally, when they are studying at home, they need a permanent, quiet, well-lit place to study with very few interruptions or distractions. The best set-up is probably to have a flat surface such as a desk or table in their bedroom. The problem with using other spaces, such as the living room or kitchen, is that they are more likely to be interrupted from their studies.

However, students like to work in different places, in different ways and working at a desk or table isn't always possible, practical or even preferable. Instead, some students do like to work in the kitchen or living room or if they do study in their bedroom, prefer to lie on their bed rather than sit at a desk.

When studying, they should make sure that the desk or table they are working at is clear of everything except for relevant material and equipment and free from anything that might distract them. It is a good idea for them to get into the habit of tidying up their workspace at the end of each revision session so that it is clear when they start again.

Here to help

A student's first port of call should always be their subject teacher if they are struggling with a particular area of revision.

The following staff are also here to help if a student is struggling and needs some help:

Mrs R Wright – Pastoral Leader for Year 11 (email wrightr@turton.uk.com)

Mrs K Hibbert- Mentor attached to Year 11 (email hibbertk@turton.uk.com)

Mr P Koller – Strategy Leader for Progress and Curriculum (email kollerp@turton.uk.com)

Mrs J L Edge – Assistant Head Teacher (email edgej@turton.uk.com)

Mr J Bach – Careers / Intervention (email bachj@turton.uk.com)

Mr Tiltman – Assistant Head Teacher (exams) (email tiltmanp@turton.uk.com)

Mr Haworth- Exam officer (email haworthd@turton.uk.com)

Mr Moorhouse – Intervention (email moorhousec@turton.uk.com)

Quiet Study Sessions

These are held around the exam periods and are an opportunity for students to work quietly from 3.00-4.30 pm on a Tuesday and Wednesday night, where there will staff available to help students.

These sessions are not to replace students revising at home, but to compliment them and to give students an opportunity to ask if they are struggling or just want somewhere quiet to work.

There will be also be sessions building upon those already completed during registration on how to revise effectively during Quiet study.

Any questions about the Quiet Study Sessions please contact [Mrs J L Edge](#).